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AUTHOR	Stern, Carolyn; Ruble, Diane	
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ABSTRACT

As documented in this publication, 15 Mexican American children from 4 Head Start classes participated in this study, which tested 3 hypotheses: (1) that children whose first language is Spanish and who are instructed in Spanish will require significantly fewer trials to learn a new concept than children instructed either in English or bilingually; (2) that children receiving the first set of new concepts in English will learn a second instance of the new concept taught in English more readily than children who were taught the first use of the concept in Spanish; and (3) that, on a Spanish language criterion test, children taught concepts in English will do as well as children taught those concepts in Spanish or bilingually. The procedure, as recorded, included pretesting with the Goodenough Draw-A-Man Test and the Expressive Vocabulary Inventory in both English and Spanish; the instructional program (in Spanish or English only, or bilingual instruction); a criterion test in the appropriate language using a series of booklets developed to teach the conceptual task (use of compound adjectival modifiers) which was designed to test the hypotheses; and a posttest. Study results rejected hypotheses 1 and 2, while hypothesis 3 could not be rejected. An appendix contains lessons used in the instructional program. (JB)

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TEACHING NEW CONCEPTS TO NON-ENGLISH SPEAKING PRESCHOOL CHILDREN[1]

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by

Carolyn Stern and Diane Ruble

University of California, Los Angeles

August, 1970

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TEACHING NEW CONCEPTS TO NON-ENGLISH SPEAKING PRESCHOOL CHILDREN

Introduction

Many Mexican-American children entering school have the dual handicap of an impoverished environment plus lack of facility with the English language. While every child experiences some degree of confusion during the first few days of school, the Spanish-speaking child cannot even communicate his needs and fears. It is not surprising that many of these children have a great deal of difficulty in the classroom and that a high proportion drop out before finishing high school. In addition, as Manuel (1953) has observed, emotional problems, sometimes accompanied by stuttering, can result from trying to understand unfamiliar material in an unfamiliar language.

The problem of the non-English speaking child is aggravated by the fact that in most American schools children have been prohibited from using their native language even on the playground. This policy contributes to the student's alienation from home and culture (Berney & Eisenberg, 1968) and also serves to discourage parental participation in school activities. With this downgrading of the native language, the child's sense of his own value is correspondingly impaired and his expectation for achievement and success in school is lowered.

Not only does the child find it difficult to learn the new language but progress in his native tongue is also impeded. This means that the child is often expected to learn new concepts in his second language before he has acquired them in his first language. Davis & Personke (1968) report that scores of Spanish-speaking children

on the Metropolitan Readiness Test, given in Spanish and English, are not significantly different, but they are both considerably below age-norms. These data further support Knowlton's (1965) statement that, instead of becoming true bilinguals, many Mexican-American graduates of Southwestern schools have the dubious distinction of being functionally illiterate in two languages.

With the recent emphasis on pride of national origin among minority groups has come a simultaneous shift in the approach to language instruction in the public schools. Bilingual education has been instituted because of political expedience even before adequate research on the critical learning variables has been completed. The psychological theory of interference needs to be tested more precisely when applied to bilingual education. Moreover, the question of the acquisition of new concepts in a familiar versus an unfamiliar language requires experimental investigation.

Regardless of cultural or political orientation, no one disputes the fact that the language-different child must learn English in order to function effectively in the United States. The issue is whether the young child can acquire new concepts in an unfamiliar tongue before he has been able to comprehend them in his native language. The question then is not that of merely learning a new label for a familiar idea but of a new idea and a new label simultaneously.

Very few studies have been addressed to this question. Keislar & Stern (1968) found that instruction in Standard English was more effective when the language of contrast was black dialect. Barclay (1969) attempted a more extensive investigation, administering a seven-week Head Start language program to 67 Mexican-American children.

Six experimental groups (three treatments and two teachers) received training on the use and understanding of concepts such as color, size, on-off, and rough-smooth. Two control groups received the usual preschool art and music activities. The three treatments differed in the language of instruction: Spanish, English, or bilingual. Unfortunately, in spite of random assignment to treatments, initial differences in group abilities were so large that no meaningful conclusions could be drawn from the results.

Bryson & Stern (1970), working with 48 Mexican-American preschool children, investigated the effects of Spanish, English, and bilingual instruction on the learning of five prepositional concepts. Although all the children had Spanish surnames, many were monolingual in English and only a few monolingual in Spanish. While this broad range of language ability obscured the treatment effects, significant differences were found as a function of the language used in the home. Those children exposed to English scored higher on the English posttest, and children exposed to Spanish scored higher on the Spanish posttest across all three treatment groups.

The present study was a further attempt to examine the effect of language of instruction upon the ability to acquire and utilize concepts. Specifically, the following hypotheses were tested:

1. Children whose first language is Spanish and who are instructed in Spanish will require significantly less trials to learn a new concept than children instructed either in English or bilingually.

2. Children receiving the first set of new concepts in English will learn a second instance of the new concept taught in English more readily than children who were taught the first use of the concept in Spanish.

3. On a Spanish language criterion test, children taught concepts in English will do as well as children taught those concepts in Spanish or bilingually.

Method

Subjects

Although 30 children were pretested, because of attrition only 15 children completed all major aspects of the study. These children, drawn from four Head Start classes, were randomly assigned to one of three treatment groups. All were of Mexican descent and had spoken almost no English upon entering Head Start in September. However, the study was run in the late Spring, by which time almost all the children had acquired some degree of proficiency in English, as evidenced on the pretest. These scores, reported in Table 1, were used as covariates in the analyses.

Materials

A series of booklets were developed to teach the conceptual task used to test the hypotheses of the experiment. Each page of a booklet consisted of from two to four black and white line drawings on 4" x 11" pages. All children in the study received the same series of booklets.

Feedback on all except criterion tests was provided chemically by means of a special mimeograph ink developed by the A. B. Dick Company. This ink contains a water-soluble, non-toxic pigment such that when the material is printed there is no way of identifying the color-code embedded in the feedback dot. However, when one of the dots (about one-half inch in diameter) is touched with a water-filled pen the color

is released and the dot turns either green or red, depending upon whether the response is coded correct or incorrect.

Procedure

After pretesting with the Goodenough Draw-A-Man test and the Expressive Vocabulary Inventory in both English and Spanish, all children were given a 10-page booklet to familiarize them with the marking procedure and the use of the water pens.

The instructional program itself was divided into two major sections or phases. In the first or treatment phase, one group of five children received instruction in Spanish only, one group received instruction in English only, and one group received instruction in both Spanish and English. To test the transfer effect of the learning experience under the three different language conditions, in the second phase all children were taught new but similar concepts in English.

Each of these instructional phases was followed by a criterion test in the appropriate language. At the conclusion of the two instructional phases, all children were given a criterion test in Spanish to determine whether there was any difference in performance as a function of difference in language of instruction.

All the instruction in the treatment phase was given by a bilingual examiner of Mexican-American origin; all of the instruction in the second or all-English phase was given by an Anglo-American who spoke very little Spanish; the final criterion test was given in Spanish by the first examiner.

The lessons were presented to groups of from one to four children for five to ten minutes per day per group. When the marking booklets were used, dividers were placed between the children so that they could

not see each other's responses. The differences in group size developed because the program was administered on a trial-to-criterion basis. Since some children achieved criterion more quickly than others, the number of children in a group varied for the different phases of the study.

The basic conceptual task was the use of compound adjectival modifiers, where the individual adjectives were relatively familiar. The words used in the treatment phase (Task A) were tall, short, light, and dark; in the transfer phase (Task B) they were fat, thin, rough, and smooth. To insure that these concepts were familiar to all the children, the first step in each phase involved a sequence of instruction in the use of the single adjectives. Thus each pair of concepts was introduced by means of a demonstration using concrete objects, with children responding verbally to questions about the objects. For example, children were asked to identify tall and short pencils and tall and short straws; they were then asked to point to pictures of tall or short flags and clowns. Three such experiences were included in each of the two phases, with the children given feedback by the examiner.

Following the oral demonstrations, the first booklet consisted of six pages on which children were required to mark one of two pictures as either tall or short, with corrective information provided by the chemical feedback. In each instructional phase there were two booklets involving different exemplars of each pair of adjectives; these were repeated alternately until the child obtained five correct responses on a six-page booklet. Then the same procedure was repeated with the second pair of adjectives; this second series of booklets also involved six pages with two exemplars per page.

Only after the child had reached criterion on the use of single adjectives was the combination task introduced. This instruction was implemented through a third set of two booklets which presented all four combinations of the two pairs of adjectives: tall and dark, tall and light, short and dark, and short and light. The booklets in this sequence consisted of eight pages; the first two pages had only two pictures whereas the remaining six pages had three pictures each.

In this series the task was to select the stimulus which was both tall and light, tall and dark, short and light, or short and dark. This task had been selected since an earlier study (Gupta & Stern, 1966) had demonstrated that the operation of combining two known adjectives as compound modifiers of a single noun was difficult for preschool children, and thus the conceptual operation involved more than a simple familiarity with the meaning of the separate terms.

After reaching criterion (seven out of eight correct) at this level, a posttest consisting of 12 four-picture items was given. As indicated earlier, for the treatment phase, which used adjectives tall, short, light, and dark, the test was in the language of instruction of the particular treatment; in the second phase, with adjectives rough, smooth, fat, and thin, the test was in English. These two training phases were followed by a transfer test, given in Spanish to all children, in which the combinations consisted of tall-fat, tall-thin, short-fat, and short-thin.

Results

Reference to Table 1 shows that while the means and standard deviations for the scores on the Goodenough test are quite comparable, the use of

random assignment to treatments with such a small number of children resulted in considerable variation in initial levels of Spanish and English language competence. Thus the group which received instruction in English was by far the poorest in performance on the Expressive Vocabulary Inventory when the language of administration was English, whereas the group given the program in Spanish had obtained the highest mean score on the EVI when it was given in Spanish. However, performance on the Spanish EVI was not significantly different across treatments.

The data from the study need to be examined in two different contexts. Looking first at the results on the three types of criterion tests (Table 1), there are no significant differences in performance on any of the measures attributable to the language of initial instruction. Because of the wide differences in ability demonstrated on the pretests, a covariate analysis of variance was computed, using as one covariate the I.Q. derived from the Goodenough tests, and as the second covariate the score on the appropriate language version of the EVI. Thus for the criterion test on Task A, where the children had received instruction in Spanish or English, the second covariate was the EVI score in the corresponding language. For the bilingual group, the mean score on the English and Spanish EVI combined was used. The covariate for the criterion test on Task B, where all the children had received instruction in English, was the score on the English EVI, and on the final criterion test, given in Spanish, the covariate was the score on the Spanish EVI.

When the test scores were adjusted for differences on these pretests, there were no measurable differences among the three groups. Thus, contrary to the first hypothesis, the Spanish-speaking children

did not do better when they were taught a new concept in Spanish than children from the same population taught the same concept in English. The data also failed to confirm the second hypothesis: there was no evidence that the children who had been taught the new concept in English would be able to acquire a similar concept presented in English more readily than the group taught the first concept in Spanish. The third hypothesis, which predicted a no-difference finding on a transfer test given in Spanish, could not be rejected.

The scores on the criterion tests by themselves fail to extract the most interesting and meaningful insights from this study. It is in Tables 2 and 3, where the trials-to-criterion data are presented, that the treatment differences are clearly evidenced. Note that on Task A all the children in both the Spanish and bilingual groups were able to cope with the individual adjectives since they were presented (at least part of the time for the bilingual group) in Spanish, whereas three of the five children (including a child who received an I.Q. score of 153 on the Goodenough) were unable to pass criterion when the adjectives were presented in English. Only one of the children in the English treatment passed the criterion posttest for this task.

On Task B, where all the children received instruction in English only, the data are even more surprising. Here one child from the Spanish-instructed group and four children from the bilingual group were able to reach booklet criterion; however, none of the children who had received the first sequence of instruction in English were able to reach criterion on this task.

Unfortunately, these data were confounded by a poor choice of adjectives. As can be seen in Table 2, although one child in the

Spanish group and four in the bilingual group were able to reach criterion on the booklets when the adjectives were presented singly, none of them were able to pass the criterion posttest which required the ability to use two adjectival modifiers with one noun. In Table 3 it can be seen that the primary source of failure was with the "rough-smooth" pair. Whether the root of the problem lay in the concepts or in the pictorial representation of them, it was very clear that the children were having difficulty with this particular set of adjectives. Therefore, for the final criterion test, to measure comprehension in terms of the ability to use instances of adjectives presented under Task A together with ones taught in Task B when the questions are posed in Spanish, the child's native language, the combinations selected were tall-short and fat-thin. As can be seen in Table 1, there was no significant treatment difference on this final criterion test.

Discussion

Children from certain types of home environments where a language other than standard English is spoken have been identified as presenting problems in coping with teacher expectations, with subsequent failure and dropout before high school completion in many cases. It has been suggested that this failure is due primarily to lack of comprehension in English. It may also be related to the proscription of the use of the home language, producing an implication of inferiority which spills over to include not only the language but the home and parents of the child, with concomitant damage to the child's ego and self-esteem. While neither of these two factors seem to have interfered appreciably

with school success in children of European immigrants during the 19th and early 20th centuries, they may be critically operative in today's more sensitive climate.

To maximize the school success of children from language-different environments, a number of educators and linguists have advocated that the child's home language be used in the early grades. This approach has been gaining increasing support because of its current political expedience, but there is no evidence to substantiate the validity of the basic assumptions. The present study is an attempt to obtain objective data on this question in an experimental context.

Three related issues were explored. The first was concerned with whether the child will learn new concepts more effectively when presented in his own language; the second was concerned with the effect of the first learning experience on new learning in English; and third with comprehension in the native language of the concepts learned in English. While the study described in this paper was admittedly a very limited one, there is no basis to assume that a more protracted learning sequence would produce differences favoring instruction in the native language. It seems more logical to assume that extended instruction in English would tend to develop increased proficiency in that treatment. However, the evidence for a completely bilingual approach is by far the most interesting. It seems clear that an effective way to teach new concepts to non-English speaking young children is by simultaneous or alternating presentation in both the familiar and the new language.

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Table 1

Means and Standard Deviations on Pre- and Posttests

by Treatments

Pretests

Treatment	Expressive Vocabulary Inventory				Goodenough Draw-a-Man	
	English		Spanish			
	M	SD	M	SD	M	SD
Spanish	13.0	11.1	23.4	4.4	106.6	29.0
Bilingual	20.2	7.5	17.0	1.0	103.4	12.8
English	8.2	5.6	20.2	7.8	102.2	29.0

Posttests

Treatment	Posttest over Treatments (Task A)					Transfer-to-English (Task B)					Spanish Comprehension				
	N	M	SD	Adj M	SE	M	SD	Adj M	SE	N	M	SD	Adj M	SE
Spanish	5	6.8	3.9	5.8	1.9	5.2	1.8	5.2	.7	4	6.0	3.8	6.1	1.8
Bilingual	5	8.8	2.2	8.4	1.4	5.0	1.2	4.9	.8	5	5.4	2.6	5.4	1.6
English	5	7.2	2.3	8.6	2.2	4.0	1.0	4.1	.7	4	6.0	3.2	5.9	1.7
		df 2/10, F=.81				df 2/10, F=.66					df 2/8, F=.04				

Table 2

Number Reaching Criterion on Each Task

Treatment	Task	Booklet Repetitions: Number of Trials 1	2	3	4	5	Criterion Test: Total achieving criterion in 5 or fewer trials	Number receiving over 80% correct
Spanish	A	2	1	2			5	3
	B			1			1	0
Bilingual	A	1	2		1	1	5	4
	B	2	1	1			4	0
English	A	1			1		2	1
	B						0	0

Table 3*

Means and Standard Deviations for Booklet Tasks by Treatments

Treatment		Task A: Tall Short (A_1)	Light Dark (A_2)	A_1+A_2	Combinations	Task B: Fat Thin (B_1)	Rough Smooth (B_2)	B_1+B_2	Combinations
Spanish	M	1.2	1.0	2.2	3.0	1.8	2.6	4.4	5.4
	SD	0.0	0.0	0.5	1.9	1.1	1.9	2.8	1.3
Bilingual	M	1.8	1.2	3.0	2.8	1.6	2.4	4.0	2.6
	SD	0.0	0.0	1.2	1.6	1.3	1.1	2.0	2.1
English	M	2.4	2.4	4.8	4.6	2.0	3.6	5.6	6.0
	SD	1.5	2.1	2.6	2.2	1.2	1.6	1.1	0.0

*Low score indicates superior performance.

APPENDIX

Instructional Program

TASK A

LESSON 1: TALL AND SHORT

MATERIALS: Booklets 1a, 1b; marking pens, pencils, straws, pictures (clowns, flags).
PROCEDURE: Teacher reads written commentary, holds up objects and pictures, elicits choral response, and supervises booklet marking.

INTRODUCTION

Item

1a. (E)* Here are two pencils. (POINT TO TALL) See how tall this one is. It is tall. Say "tall."
(S) Aquí hay dos lapices. (POINT TO TALL) Ven que alto es este. Es alto. Digan "alto."
(B) Aquí hay dos lapices. (POINT TO TALL) Ven que alto es este. It is tall. Digan "tall."

b. (E) (POINT TO SHORT) See how short this one is. It is short. Say "short."
(S) (POINT TO SHORT) Ven que corto es este. Es corto. Digan "corto."
(B) (POINT TO SHORT) Ven que corto es este. It is short. Digan "short."

2a. (E) Here are some straws. (POINT TO TALL) Is this straw the short one?
(S) Aquí hay unos popotes. (POINT TO TALL) ¿Es este el popote corto?
(B) Aquí hay unos popotes. (POINT TO TALL) ¿Es este el popote corto?

b. (E) (POINT TO SHORT) Is it this one?
(S) (POINT TO SHORT) ¿Es éste?
(B) (POINT TO SHORT) Is it this one?

c. (E) (POINT TO TALL) Look at this straw. Is it short or tall?
(S) (POINT TO TALL) Vean este popote. ¿Es corto o alto?
(B) (POINT TO TALL) Look at this straw. Is it short or tall?

3. (E) (HAND OUT CLOWN PICTURES) Here are two clowns. One is tall and one is short. Point to the tall clown. Say "tall."
(S) (HAND OUT CLOWN PICTURES) Aquí hay dos payasos. Uno es alto y el otro es bajo. Apunten al payaso alto. Digan "alto."
(B) (SAME AS SPANISH)

4. (E) (HAND OUT FLAG PICTURES) Here are two flags. Point to the short flag. Say "short."
(S) (HAND OUT FLAG PICTURES) Aquí hay dos banderas. Apunten a la bandera corta. Digan "corta."
(B) (SAME AS ENGLISH)

*(E) English; (S) Spanish; (B) Bilingual.

TASK A

LESSON 1 BOOKLET DESCRIPTION

Page	Booklet 1a		
1.	short	tall	(boys
2.	tall	short	(trees)
3.	tall	short	(bats)
4.	tall	short	(candles)
5.	short	tall	(candles)
6.	tall	short	(candles)

Page	Booklet 1b		
1.	tall	short	(brushes)
2.	short	tall	(hats)
3.	tall	short	(pens)
4.	short	tall	(ice cream cones)
5.	tall	short	(ice cream cones)
6.	short	tall	(ice cream cones)

COMMENTARY

Booklet 1a: English	Spanish	Bilingual
1. Look at the two boys. Which one is tall? Mark it.	Vean los dos niños. ¿Cuál es alto? Marquénlo.	(1, 3, 5: SPANISH)
2. Look at the two trees. Which one is short? Mark it.	Vean los arboles. ¿Cuál es corto? Marquénlo.	(2, 4, 6: ENGLISH)
3. Look at the two bats. Which one is tall? Mark it.	Vean los dos bates. ¿Cuál es alto? Marquénlo.	
4. Look at the two candles. Which one is tall? Mark it.	Vean las dos velas. ¿Cuál es alta? Marquénla.	
5. Look at these candles. Which one is short? Mark it.	Vean estas velas. ¿Cuál es corta? Marquénla.	
6. Here are some more candles. Which one is short? Mark it.	Aquí hay más velas. ¿Cuál es corta? Marquénla.	
Booklet 1b:		
1. Look at the two brushes. Which one is short? Mark it.	Vean los dos cepillos. ¿Cuál es corto? Marquénlo.	
2. Look at the two hats. Which one is tall? Mark it.	Vean estos dos sombreros. ¿Cuál es alto? Marquénlo.	

TASK A

LESSON 1 COMMENTARY

3. Look at the two pens. Which one is tall? Mark it.	Vean las dos plumas. ¿Cuál es alta? Marquénla.
4. Look at the two ice cream cones. Which one is tall? Mark it.	Vean los dos conos de nieve. ¿Cuál es alto? Marquénlo.
5. Look at these ice cream cones. Which one is short? Mark it.	Vean estos conos de nieve. ¿Cuál es corto? Marquénlo.
6. Here are some more ice cream cones. Which one is short? Mark it.	Aquí hay más conos de nieve. ¿Cuál es corto? Marquénlo.

* * * *

TASK A

LESSON 2 INTRODUCTION

3. (E) (HAND OUT TOWEL PICTURES) Here are two towels. One is dark and one is light. Point to the dark towel. Say "dark."
   (S) (HAND OUT TOWEL PICTURES) Aquí hay dos toallas. Una es obscura y la otra es clara. Apunten a la toalla obscura. Digan "obscura."
   (B) (SAME AS SPANISH)

4. (E) (HAND OUT HORN PICTURES) Here are two horns. Point to the light horn. Say "light."
   (S) (HAND OUT HORN PICTURES) Aquí hay dos trompetas. Apunten a la trompeta clara. Digan "clara."
   (B) (SAME AS ENGLISH)

BOOKLET DESCRIPTION

Page Booklet 2a

1.	dark	light	(sombreros)
2.	light	dark	(trees)
3.	light	dark	(telephones)
4.	light	dark	(socks)
5.	dark	light	(socks)
6.	light	dark	(socks)

Page Booklet 2b

1.	dark	light	(elephants)
2.	light	dark	(lambs)
3.	dark	light	(airplanes)
4.	light	dark	(jackets)
5.	dark	light	(jackets)
6.	light	dark	(jackets)

Booklet 2a: English

1. Look at the two sombreros. Which one is light? Mark it.
2. Look at the two trees. Which one is dark? Mark it.
3. Look at the two telephones. Which one is light? Mark it.
4. Look at the two socks. Which one is light? Mark it.

COMMENTARY

Spanish

Vean estos sombreros. ¿Cuál es claro? Marquénlo.

Vean los dos arboles. ¿Cuál es obscuro? Marquénlo.

Vean los dos teléfonos. ¿Cuál es claro? Marquénlo.

Vean los dos calcetines. ¿Cuál es claro? Marquénlo.

Bilingual

(SAME AS LESSON 1)

LESSON 2 COMMENTARY

5. Look at these socks. Which one is dark? Mark it.

Vean estos calcetines. ¿Cuál es obscuro? Marquénlo.

6. Here are some more socks. Which one is dark? Mark it.

Aquí hay más calcetines. ¿Cuál es obscuro? Marquénlo.

Booklet 2b:

1. Look at the two elephants. Which one is light? Mark it.

Vean los dos elefantes. ¿Cuál es claro? Marquénlo.

2. Look at the two lambs. Which one is dark? Mark it.

Vean los dos borregos. ¿Cuál es obscuro? Marquénlo.

3. Look at the two airplanes. Which one is dark? Mark it.

Vean los dos aeroplanos. ¿Cuál es obscuro? Marquénlo.

4. Look at the two jackets. Which one is dark? Mark it.

Vean las dos chaquetas. ¿Cuál es obscura? Marquénla.

5. Look at these jackets. Which one is light? Mark it.

Vean estas chaquetas. ¿Cuál es clara? Marquénla.

6. Here are some more jackets. Which one is light? Mark it.

Aquí hay más chaquetas. ¿Cuál es clara? Marquénla.

* * * *

TASK A

LESSON 3 INTRODUCTION

1a. (B) (PLACE TALL DARK, SHORT LIGHT WIRES ON TABLE) Aquí hay dos alambres. (POINT TO SHORT) ¿Es este alto?

b. (E) (POINT TO TALL) Is this one tall?
(S) (POINT TO TALL) ¿Es este alto?
(B) (POINT TO TALL) ¿Es este alto?

c. (E) (POINT TO DARK) Is this wire dark?
(S) (POINT TO DARK) ¿Es este alambre obscuro?
(B) (POINT TO DARK) ¿Es este alambre obscuro?

d. (E) (POINT TO TALL DARK) This wire is tall and dark. Say "tall and dark."
(S) (POINT TO TALL DARK) Este alambre es alto y obscuro. Digan "alto y obscuro."
(B) (POINT TO TALL DARK) This wire is tall and dark. Say "tall and dark."

2a. (E) (ADD SHORT DARK WIRE) Now here is another wire. Is it tall or short?
(S) (ADD SHORT DARK WIRE) Ahora aquí hay otro alambre. ¿Es alto o es corto?
(B) (ADD SHORT DARK WIRE) Ahora aquí hay otro alambre. Is it tall or short?

b. (E) (POINT TO SHORT DARK) Is it light or dark?
(S) (POINT TO SHORT DARK) ¿Es claro o es obscuro?
(B) (POINT TO SHORT DARK) Is it light or dark?

c. (E) (POINT TO SHORT DARK) This wire is short and dark. Say "short and dark."
(S) (POINT TO SHORT DARK) Este alambre es corto y obscuro. Digan "corto y obscuro."
(B) (POINT TO SHORT DARK) This wire is short and dark. Say "short and dark."

TASK A

LESSON 3 BOOKLET DESCRIPTION

Page							
Booklet 3a:	Pointing				Marking		
1.	tall dark	tall light		(bottles)	tall dark	tall light	
2.	short dark	tall dark		(buckets)	short dark	tall dark	
3.	tall light	tall dark	short light	(bottles)	tall light	tall dark	short light
4.	(NOT USED)			(bottles)	tall dark	short dark	tall light
5.	tall dark	tall light	short light	(flowers)	tall dark	tall light	short light
6.	(NOT USED)			(flowers)	short light	short dark	tall dark
7.	short dark	tall dark	short light	(hats)	short dark	tall dark	short light
8.	(NOT USED)			(hats)	tall light	tall dark	short light
Booklet 3b:							
1.	short dark	short light		(brushes)	short dark	short light	
2.	short dark	tall dark		(flashlights)	short dark	tall dark	
3.	short light	tall dark	short dark	(shovels)	short light	tall dark	short dark
4.	(NOT USED)			(shovels)	tall dark	tall light	short light
5.	tall light	short dark	tall dark	(keys)	tall light	short dark	tall dark
6.	(NOT USED)			(keys)	short dark	short light	tall light
7.	tall light	short dark	tall dark	(bats)	tall light	short dark	tall dark
8.	(NOT USED)			(bats)	tall light	short dark	tall light

COMMENTARY

Booklet 3a Pointing:

1. (E) Both of these bottles are tall, but one is dark and one is light. Point to the dark one. Say "dark and tall."
   (S) Estas dos botellas son altas, pero una es obscura y una es clara. Apunten a la obscura. Digan "obscura y alta."
   (B) Estas dos botellas son altas, pero una es obscura y una es clara. Apunten a la obscura. Digan "dark and tall."

2. (E) Both of these buckets are dark, but one is tall and one is short. Point to the tall one. Say "tall and dark."
   (S) Estos dos baldes son obscuros, pero uno es alto y uno es corto. Apunten al alto. Digan "alto y obscuro."
   (B) (SAME AS ENGLISH)

TASK A

Page

LESSON 3 COMMENTARY

3. (E) Here are some bottles. Which are the two tall ones? Put your fingers on both tall ones. Now, turn until you see some flowers.
   (S) Aquí hay unas botellas. ¿Cuáles son las dos altas? Pongan los dedos sobre las dos botellas altas. Ahora cambien las páginas hasta que encuentren unas flores.
   (B) (SAME AS SPANISH)

5. (E) Look at these flowers. Put your fingers on the two light ones. Now, which one of these is the light short one? Point to it. Say "light and short." Now, turn until you see some hats.
   (S) Vean estas flores. Pongan los dedos sobre las dos claras. ¿Cuál de estas es la clara y corta? Apunten a ella. Digan "clara y corta." Ahora, cambien hasta que encuentren unos sombreros.
   (B) Vean estas flores. Pongan los dedos sobre las dos claras. ¿Cuál de estas es clara y corta? Apunten a ella. Digan "light and short."

7. (E) Look at these hats. Put your fingers on the two dark ones. Now, which of these is the dark tall one? Point to it. Say "dark and tall."
   (S) Vean estos sombreros. Pongan los dedos sobre los dos obscuros. ¿Cuál de estos es obscuro y alto? Apunten a el. Digan "obscuro y alto."
   (B) Vean estos sombreros. Pongan los dedos sobre los dos obscuros. ¿Cuál de estos es obscuro y alto? Apunten a el. Digan "dark and tall."

Booklet 3a Marking:

(BILINGUAL: 1, 3, 5, 7 — SAME AS SPANISH; 2, 4, 6, 8 — SAME AS ENGLISH)

1. (E) Look at the two tall bottles. Which one is tall and light? Mark it.
   (S) Vean estas dos botellas. ¿Cuál es alta y clara? Marquénla.

2. (E) Look at the two dark buckets. Which one is dark and short? Mark it.
   (S) Vean los dos baldes. ¿Cuál es obscuro y corto? Marquénlo.

3. (E) Look at these bottles. Which are the two light ones? Mark them.
   (S) Vean las botellas. ¿Cuáles son las dos claras? Marquénlas.

4. (E) Here are some more bottles. Which are the two tall bottles? Mark them.
   (S) Aquí hay más botellas. ¿Cuáles son las dos altas? Marquénlas.

5. (E) Look at the flowers. Which one is tall and dark? Mark it.
   (S) Vean estas flores. ¿Cuál es alta y obscura? Marquénla.

Page

LESSON 3 COMMENTARY

6. (E) Here are some more flowers. Which one is dark and short? Mark it.
   (S) Aquí hay más flores. ¿Cuál es obscura y corta? Marquénla.

7. (E) Look at the hats. Which one is short and light? Mark it.
   (S) Vean los sombreros. ¿Cuál es corto y claro? Marquénlo.

8. (E) Here are some more hats. Which one is light and tall? Mark it.
   (S) Aquí hay más sombreros. ¿Cuál es claro y alto? Marquénlo.

Booklet 3b Pointing:

1. (E) Both of these brushes are short, but one is dark and one is light. Point to the dark one. Say "short and dark."
   (S) Estos dos cepillos son cortos, pero uno es obscuro y uno es claro. Apunten al obscuro. Digan "corto y obscuro."
   (B) Estos dos cepillos son cortos, pero uno es obscuro y uno es claro. Apunten al obscuro. Digan "short and dark."

2. (E) Both of these flashlights are dark, but one is tall and one is short. Point to the tall one. Say "dark and tall."
   (S) Estas dos linternas de mano son obscuras, pero una es alta y una es corta. Apunten a la alta. Digan "alta y obscura."
   (B) (SAME AS ENGLISH)

3. (E) Here are some shovels. Which are the two dark ones? Put your fingers on both dark shovels. Now, turn until you see some keys.
   (S) Aquí hay unas palas. ¿Cuáles son las dos obscuras? Pongan los dedos sobre las dos palas obscuras. Ahora, cambien las páginas hasta que encuentren unas llaves.
   (B) (SAME AS SPANISH)

5. (E) Look at these keys. Put your fingers on the two tall ones. Now, which of these is the tall light one? Point to it. Say "tall and light." Now, turn until you see some bats.
   (S) Vean estas llaves. Pongan los dedos sobre las dos altas. ¿Cuál de estas es la alta y clara? Apunten a ella. Digan "alta y clara." Ahora, cambien las páginas hasta que encuentren unos bates.
   (B) Vean estas llaves. Pongan los dedos sobre las dos altas. ¿Cuál de estas es la alta y clara? Apunten a ella. Digan "tall and light." Ahora, cambien hasta que encuentren unos bates.

Page

LESSON 3 COMMENTARY

7. (E) Look at these bats. Put your fingers on the two dark ones. Now, which of these is the dark short one? Point to it. Say "dark and short."
   (S) Vean los bates. Pongan los dedos sobre los dos obscuros. Ahora, ¿cuál de estos es corto y obscuro? Apunten a el. Digan "corto y obscuro."
   (B) Vean los bates. Pongan los dedos sobre los dos obscuros. Ahora, ¿cuál de estos es corto y obscuro? Apunten a el. Digan "dark and short."

Booklet 3b Marking:

(BILINGUAL: SAME AS BOOKLET 3a MARKING)

1. (E) Look at the two short brushes. Which one is short and light? Mark it.
   (S) Vean los dos cepillos cortos. ¿Cuál es corto y claro? Marquénlo.

2. (E) Look at the two dark flashlights. Which one is dark and short? Mark it.
   (S) Vean las dos linternas obscuras. ¿Cuál es la obscura y corta? Marquénla.

3. (E) Look at these shovels. Which are the two short ones? Mark them.
   (S) Vean estas palas. ¿Cuáles son las dos cortas? Marquénlas.

4. (E) Here are some more shovels. Which are the two light ones? Mark them.
   (S) Aquí hay más palas. ¿Cuáles son las dos claras? Marquénlas.

5. (E) Look at the keys. Which one is short and dark? Mark it.
   (S) Vean estas llaves. ¿Cuál es corta y obscura? Marquénla.

6. (E) Here are some more keys. Which one is light and short? Mark it.
   (S) Aquí hay más llaves. ¿Cuál es clara y corta? Marquénla.

7. (E) Look at the bats. Which one is dark and tall? Mark it.
   (S) Vean los bates. ¿Cuál es obscuro y alto? Marquénlo.

8. (E) Here are some more bats. Which one is tall and light? Mark it.
   (S) Aquí hay más bates. ¿Cuál es alto y claro? Marquénlo.

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TASK B

LESSON 1: FAT AND THIN

MATERIALS: Booklets 1a, 1b; marking pens, rubberbands, batteries, pictures (glasses, books).
PROCEDURE: Teacher reads written commentary, shows objects and pictures, elicits choral response, and supervises booklet marking.

Item

INTRODUCTION

1a. Here are two rubberbands. (POINT TO FAT) See how fat this one is. It is fat. Say "fat."
b. (POINT TO THIN) See how thin this one is. It is thin. Say "thin."

2a. Here are some batteries. (POINT TO FAT) Is this battery the thin one?
b. (POINT TO THIN) Is it this one?
c. (POINT TO FAT) Look at this battery. Is it fat or thin?

3. (HAND OUT GLASS PICTURES) Here are two glasses. One is fat and one is thin. Point to the thin glass. Say "thin."

4. (HAND OUT BOOK PICTURES) Here are two books. Point to the fat book. Say "fat."

BOOKLET DESCRIPTION

Page	Booklet 1a			Page	Booklet 1b		
1.	fat	thin	(cups)	1.	fat	thin	(bells)
2.	thin	fat	(doors)	2.	thin	fat	(tires)
3.	thin	fat	(balloons)	3.	thin	fat	(tops)
4.	thin	fat	(pencils)	4.	thin	fat	(drums)
5.	fat	thin	(pencils)	5.	fat	thin	(drums)
6.	fat	thin	(pencils)	6.	fat	thin	(drums)

COMMENTARY

Booklet 1a	Booklet 1b
1. Look at the two cups. Which one is thin? Mark it.	Look at the two bells. Which one is fat? Mark it.
2. Look at the two doors. Which one is fat? Mark it.	Look at the two tires. Which one is thin? Mark it.
3. Look at the two balloons. Which one is thin? Mark it.	Look at the two tops. Which one is thin? Mark it.

TASK B

LESSON 1 COMMENTARY

Page	Booklet 1a	Booklet 1b
4.	Look at the two pencils. Which one is fat? Mark it.	Look at the two drums. Which one is fat? Mark it.
5.	Look at these pencils. Which one is thin? Mark it.	Look at these drums. Which one is fat? Mark it.
6.	Here are some more pencils. Which one is fat? Mark it.	Here are some more drums. Which one is thin? Mark it.

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LESSON 2: ROUGH AND SMOOTH

MATERIALS: Booklets 2a, 2b; marking pens, nail, screw, rocks, pictures (collars, boxes of dirt).
PROCEDURE: (SAME AS LESSON 1)

INTRODUCTION

Item

1a. Here is a nail and a screw. (POINT TO SCREW) See how rough this one is. It is rough. Say "rough."
 b. (POINT TO NAIL) See how smooth this one is. It is smooth. Say "smooth."

2a. Here are some rocks. (POINT TO ROUGH) Is this rock the rough one?
 b. (POINT TO SMOOTH) Look at this rock. Is it rough or smooth?

3. (HAND OUT COLLAR PICTURES) Here are two collars. One is rough and one is smooth. Point to the rough collar. Say "rough."

4. (HAND OUT PICTURES) Here are two boxes of dirt. Point to the smooth one. Say "smooth."

BOOKLET DESCRIPTION

Page	Booklet 2a			Page	Booklet 2b		
1.	rough	smooth	(tools)	1.	rough	smooth	(clubs)
2.	smooth	rough	(faces)	2.	smooth	rough	(rocks)
3.	rough	smooth	(mats)	3.	rough	smooth	(shells)
4.	smooth	rough	(knives)	4.	rough	smooth	(water)
5.	smooth	rough	(knives)	5.	rough	smooth	(water)
6.	smooth	rough	(knives)	6.	smooth	rough	(water)

TASK B

LESSON 2 COMMENTARY

Page	Booklet 2a	Booklet 2b
1.	Look at the two tools. Which one is rough? Mark it.	Look at the two clubs. Which one is rough? Mark it.
2.	Look at the two faces. Which one is smooth? Mark it.	Look at the two rocks. Which one is smooth? Mark it.
3.	Look at the two welcome mats. Which one is smooth? Mark it.	Look at the two shells. Which one is smooth? Mark it.
4.	Look at the two knives. Which one is smooth? Mark it.	Look at the water. Which is smooth? Mark it.
5.	Look at these two knives. Which one is rough? Mark it.	Look at this water. Which is rough? Mark it.
6.	Here are some more knives. Which one is rough? Mark it.	Here is more water. Which is rough now? Mark it.

* *

LESSON 3: COMBINATIONS

MATERIALS: Pointing booklets 3a, 3b; marking booklets 3a, 3b; marking pens, sandpaper strips.
PROCEDURE: Teacher reads written commentary, shows objects, elicits choral response, and supervises booklet pointing and marking.

Item

INTRODUCTION

1a. (PLACE FAT SMOOTH, THIN ROUGH SANDPAPER STRIPS ON TABLE) Here are two strips of sandpaper. (POINT TO THIN) Is this one fat?
b. (POINT TO FAT) Is this one fat?
c. (POINT TO SMOOTH) Is this sandpaper smooth?
d. (POINT TO FAT SMOOTH) This sandpaper is fat and smooth. Say "fat and smooth."

2a. (ADD FAT ROUGH SANDPAPER) Now, here is some more sandpaper. Is it fat or thin?
b. (POINT TO FAT ROUGH) Is it rough or smooth?
c. This sandpaper is fat and rough. Say "fat and rough."

TASK B

LESSON 3 BOOKLET DESCRIPTION

Page		Pointing				Marking	
Booklet 3a:							
1.	fat rough	thin rough		(screws)	fat rough	thin rough	
2.	thin rough	thin smooth		(collars)	thin rough	thin smooth	
3.	fat rough	thin rough	thin smooth	(seeds)	fat rough	thin rough	thin smooth
4.	(NOT USED)			(seeds)	thin smooth	thin rough	fat smooth
5.	fat rough	thin smooth	thin rough	(caterpillars)	fat rough	thin smooth	thin rough
6.	(NOT USED)			(caterpillars)	fat smooth	fat rough	thin smooth
7.	fat rough	thin rough	fat smooth	(tree trunks)	fat rough	thin rough	fat smooth
8.	(NOT USED)			(tree trunks)	thin rough	thin smooth	fat smooth
Booklet 3b:							
1.	thin rough	fat rough		(pineapples)	thin rough	fat rough	
2.	fat smooth	fat rough		(tree trunks)	fat smooth	fat rough	
3.	fat smooth	thin smooth	thin rough	(nails, screw)	fat smooth	thin smooth	thin rough
4.	(NOT USED)			(screws, nail)	thin rough	fat smooth	fat rough
5.	thin smooth	fat smooth	thin rough	(clubs)	thin smooth	fat smooth	thin rough
6.	(NOT USED)			(clubs)	fat rough	thin rough	fat smooth
7.	thin smooth	thin rough	fat smooth	(nuts)	thin smooth	thin rough	fat smooth
8.	(NOT USED)			(nuts)	thin rough	fat smooth	fat rough

COMMENTARY

Booklet 3a Pointing:

1. Both of these screws are rough, but one is fat and one is thin. Point to the fat one. Say "rough and fat."
2. Both of these collars are thin, but one is rough and one is smooth. Point to the rough one. Say "thin and rough."
3. Here are some seeds. Which are the rough ones? Put your fingers on both rough seeds. Now, turn until you see some caterpillars.
5. Look at these caterpillars. Put your fingers on the two thin ones. Now, which one of these is the thin smooth one? Point to it. Say "thin and smooth." Now, turn until you see some tree trunks.

Page

LESSON 3 COMMENTARY

7. Look at these tree trunks. Put your finger on the two fat ones. Now, which of these is the fat rough one? Point to it. Say "fat and rough."

Booklet 3a Marking:

1. Look at the two screws. Which one is rough and fat? Mark it.
2. Look at the two thin collars. Which one is thin and smooth? Mark it.
3. Look at these seeds. Which are the two thin ones? Mark them.
4. Here are some more seeds. Which are the two smooth ones? Mark them.
5. Look at the caterpillars. Which one is fat and rough? Mark it.
6. Here are some more caterpillars. Which one is smooth and thin? Mark it.

7. Look at the tree trunks. Which one is rough and thin? Mark it.
8. Here are some more tree trunks. Which one is fat and smooth? Mark it.

Booklet 3b Pointing:

1. Both of these pineapples are rough, but one is fat and one is thin. Point to the fat one. Say "rough and fat."
2. Both of the tree trunks are fat, but one is rough and one is smooth. Point to the smooth one. Say "fat and smooth."
3. Here are some nails and a screw. Which are the smooth ones? Put your fingers on both smooth ones. Now, turn until you see some clubs.
5. Look at these clubs. Put your fingers on the two thin ones. Now, which one of these is the thin rough one? Point to it. Say "thin and rough." Now, turn until you see some nuts.
7. Look at these nuts. Put your fingers on the two smooth ones. Now, which of these is the smooth thin one? Point to it. Say "smooth and thin."

TASK B

Page

LESSON 3 COMMENTARY

Booklet 3b Marking:

1. Look at the two pineapples. Which one is rough and thin? Mark it.
2. Look at the tree trunks. Which one is fat and smooth? Mark it.
3. Look at these objects. Which ones are thin? Mark both thin ones.
4. Look at these objects. Which are the fat ones? Mark both fat ones.
5. Look at the clubs. Which one is thin and smooth? Mark it.
6. Here are some more clubs. Which one is rough and thin? Mark it.
7. Look at the nuts. Which one is fat and smooth? Mark it.
8. Here are some more nuts. Which one is rough and fat? Mark it.

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CRITERION TEST 1

MATERIALS: Booklets, crayons.
PROCEDURE: Teacher reads written commentary and supervises booklet marking.

BOOKLET DESCRIPTION

Page					
1.	short light	short dark	tall dark	tall light	(hammers)
2.	tall light	short dark	tall dark	short light	(horns)
3.	tall dark	short light	tall light	short dark	(flowers)
4.	short dark	tall light	tall dark	short light	(pins)
5.	tall light	short dark	tall dark	short light	(horns)
6.	short dark	tall light	tall dark	short light	(pins)
7.	short light	short dark	tall dark	tall light	(hammers)
8.	tall dark	short light	tall light	short dark	(flowers)
9.	short dark	tall light	tall dark	short light	(pins)
10.	tall light	short dark	tall dark	short light	(horns)
11.	tall dark	short light	tall light	short dark	(flowers)
12.	short light	short dark	tall dark	tall light	(hammers)

COMMENTARY

English	Spanish	Bilingual
1. Look at the hammers. Which one is tall and light? Mark it.	Vean estos martillos. ¿Cuál es alto y claro? Marquénlo.	(1, 3, 5, 7, 9, 11: SPANISH)
2. Look at the horns. Which one is light and short? Mark it.	Vean estas trompetas. ¿Cuál es clara y corta? Marquénla.	(2, 4, 6, 8, 10, 12: ENGLISH)
3. Look at the flowers. Which one is tall and dark? Mark it.	Vean estas flores. ¿Cuál es alta y obscura? Marquénla.	
4. Look at the pins. Which one is short and dark? Mark it.	Vean estos alfileres de seguridad. ¿Cuál es corto y obscuro? Marquénlo.	
5. Look at the horns. Which one is tall and dark? Mark it.	Vean estas trompetas. ¿Cuál es alta y obscura? Marquénla.	
6. Look at the pins. Which one is light and tall? Mark it.	Vean estos alfileres de seguridad. ¿Cuál es alto y claro? Marquénlo.	

CRITERION TEST 1

7.	Look at the hammers. Which one is short and light? Mark it.	Vean estos martillos. ¿Cuál es corto y claro? Marquénlo.
8.	Look at the flowers. Which one is tall and light? Mark it.	Vean estas flores. ¿Cuál es alta y clara? Marquénla.
9.	Look at the pins. Which one is dark and short? Mark it.	Vean estos alfileres de seguridad. ¿Cuál es obscuro y corto? Marquénlo.
10.	Look at the horns. Which one is short and dark? Mark it.	Vean estas trompetas. ¿Cuál es corta y obscura? Marquénla.
11.	Look at the flowers. Which one is light and short? Mark it.	Vean estas flores. ¿Cuál es corta y clara? Marquénla.
12.	Look at the hammers. Which one is dark and tall? Mark it.	Vean estos martillos. ¿Cuál es alto y obscuro? Marquénlo.

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CRITERION TEST 2

COMMENTARY

1. Look at the boxes of dirt. Which one is thin and rough? Mark it.
2. Look at these candles. Which one is fat and smooth? Mark it.
3. Look at the paths. Which one is fat and rough? Mark it.
4. Look at the shoes. Which one is thin and smooth? Mark it.
5. Look at the candles. Which one is rough and thin? Mark it.
6. Look at the boxes of dirt. Which one is rough and fat? Mark it.
7. Look at the shoes. Which one is smooth and thin? Mark it.
8. Look at the paths. Which one is smooth and fat? Mark it.
9. Look at the candles. Which one is fat and rough? Mark it.
10. Look at the boxes of dirt. Which one is rough and thin? Mark it.
11. Look at the paths. Which one is smooth and fat? Mark it.
12. Look at the shoes. Which one is thin and smooth? Mark it.

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CRITERION TEST 3

COMMENTARY

1. Vean los tambores. ¿Cuál es alto y gordo? Marquénlo.
2. Vean las botellas. ¿Cuál es delgada y alta? Marquénla.
3. Vean los helados. ¿Cuál es gordo y corto? Marquénlo.
4. Vean los floreros. ¿Cuál es corto y delgado? Marquénlo.
5. Vean los tambores. ¿Cuál es alto y delgado? Marquénlo.
6. Vean los floreros. ¿Cuál es alto y gordo? Marquénlo.
7. Vean las botellas. ¿Cuál es delgada y corta? Marquénla.
8. Vean los helados. ¿Cuál es corto y gordo? Marquénlo.
9. Vean las botellas. ¿Cuál es delgada y alta? Marquénla.
10. Vean los helados. ¿Cuál es corto y delgado? Marquénlo.
11. Vean estos floreros. ¿Cuál es alto y gordo? Marquénlo.
12. Vean los tambores. ¿Cuál es gordo y corto? Marquénlo.

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